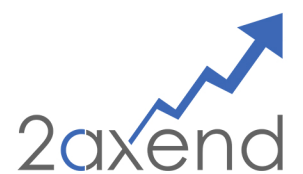# Healthcare Education Program Self-Assessment Tool

18 questions to gain insight and identify next steps for action.

2axend

Healthcare Education Program Self-Assessment Tool

For each of the statements below, check the box that reflects your opinion.
At the end, you will add them all up and find out what to do next.

PROGRAM PRIORITIES

In my view, our program:	STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
1. Has leadership "buy-in" and commitment, as well as dedicated funding in the budget, to explore diversity, equity, accessibility and inclusion in the curriculum.	☐	☐	☐	☐	☐
2. Leads by example by prioritizing diversity, equity, accessibility and inclusion during all planning activities (e.g., strategic planning, budget planning, program planning, recruitment and staffing).	☐	☐	☐	☐	☐
3. Promotes a sense of shared ownership and responsibility for exploring diversity, equity, accessibility and inclusion throughout the curriculum rather than relegating full responsibility and ownership to one group, such as the Diversity and Inclusion team or Access and Disability Services office.	☐	☐	☐	☐	☐

FACULTY AND STAFF INSTRUCTION/PROFESSIONAL DEVELOPMENT

In my view, our program:	STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
4. Provides faculty and staff members with training and educational resources pertaining to diversity, equity, accessibility, and inclusion.	☐	☐	☐	☐	☐
5. Offers faculty and staff members professional development opportunities that include content on Deaf and hard of hearing individuals' cultural, social and linguistic needs in clinical settings.	☐	☐	☐	☐	☐
6. Equips faculty and staff members with trainings, tools and resources to ensure current and potential Deaf and hard of hearing students are positioned for optimal success.	☐	☐	☐	☐	☐

CURRICULUM/INSTRUCTION

In my view, our program:	STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
7. Incorporates instruction that addresses the various types of communication challenges and barriers Deaf and hard of hearing individuals encounter in healthcare settings.	☐	☐	☐	☐	☐
8. Provides students with trainings that discuss best practices to consider when interacting with Deaf and hard of hearing individuals.	☐	☐	☐	☐	☐
9. Integrates training on disability-related policies and legislation, including the Americans with Disabilities Act (ADA), Section 504 of the 1973 Rehabilitation Act, and Affordable Care Act (ACA).	☐	☐	☐	☐	☐
10. Incorporates instruction that discusses which accommodations are appropriate for Deaf and hard of hearing individuals in healthcare settings, including during emergent situations.	☐	☐	☐	☐	☐
11. Provides students with training on the distinct role of sign language interpreters and best practices for working with a sign language interpreter.	☐	☐	☐	☐	☐
12. Incorporates instruction that addresses how implicit bias and potential cultural differences can impact the delivery of patient-centric care to Deaf and hard of hearing individuals.	☐	☐	☐	☐	☐
13. Integrates discussion about potential perspectives and preferences Deaf and hard of hearing individuals may have with hearing assistive technologies, including cochlear implants and hearing aids.	☐	☐	☐	☐	☐

Healthcare Education Program Self-Assessment Tool

STUDENT ASSESSMENT

In my view, our program:	STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
14. Replicates a variety of clinical scenarios during medical simulations where students interact with Deaf and hard of hearing standardized patients, as well as sign language interpreters, if appropriate.	☐	☐	☐	☐	☐
15. Evaluates students' abilities to deliver culturally sensitive and appropriate care to Deaf and hard of hearing standardized patients during medical simulations.	☐	☐	☐	☐	☐
16. Assesses students' abilities to collaborate with a sign language interpreter during medical simulations.	☐	☐	☐	☐	☐

COMMUNITY ENGAGEMENT

In my view, our program:	STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
17. Includes representation from the Deaf and hard of hearing community in multiple aspects of education, including lectures, panel discussions and simulations.	☐	☐	☐	☐	☐
18. Promotes Deaf cultural awareness and sensitivity in partnerships with local healthcare professionals and healthcare systems.	☐	☐	☐	☐	☐

	Total strongly agree checks:	Total agree checks:	Total neither checks:	Total disagree checks:	Total strongly disagree checks:
Find out what your score means on the next page.					
	x4	x3	x2	x1	x0
	=	=	=	=	=
	Add up all of your subtotals to get your final score.				

Final Score: _____

If you scored...

58-72
LEADING BY EXAMPLE

YOU SHOULD:

Build on your strong foundation.

Your program is well-equipped to prepare your students to deliver patient-centric care to Deaf and hard of hearing patients. Don't stop there, ask these questions:

- How could it be even better?
- Are there gaps in the curriculum?
- What are other programs doing that we aren't doing?

HOW WE CAN HELP

Students benefit the most when they can access comprehensive learning opportunities designed to prepare them to support Deaf and hard of hearing patients' diverse needs.

We can help you maximize these opportunities in your curriculum with customized interprofessional learning opportunities, simulation-based education and e-learning modules.

37-57
LOOKING FOR A BUILDER

YOU SHOULD:

Prioritize opportunities.

Your answers indicate your program has several gaps and room for improvement.

As insufficient programming can impede your program's ability to prepare students to satisfy Deaf and hard of hearing patients' needs, it is important to prioritize opportunities that will build on your program's capabilities.

HOW WE CAN HELP

We will work with your program to pinpoint specific solutions that will address the gaps in your curriculum.

From there, we'll equip your program with the appropriate learning opportunities to give your program the boost it needs.

0-36
BEHIND THE EIGHT BALL

YOU SHOULD:

Roll up your sleeves.

You identified various aspects of your program need attention. When it comes to creating a robust training program, sometimes it's easier to go back to the drawing board.

Our recommendation: As you seek ways to position your program for success, add the right experts to your team.

HOW WE CAN HELP

We can help you design and implement a multifaceted training program that equips your students with the knowledge, skills and strategies they need to support Deaf and hard of hearing patients' diverse needs.

Bonus: With this area of emphasis, your students will become more well-rounded healthcare professionals.